| RESEARCH ARTICLE

The Use of Fly Swatter Game to Improve Students' Vocabulary Mastery

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| ABSTRACT

This study attempts to investigate the effectiveness of the use of the fly swatter game in improving students' vocabulary with specific reference to nouns, verbs, and adjectives. It involved one class of the seventh grade with 27 out of 87 students at State Junior High School Number 1 Kalaena, South Sulawesi Province, Indonesia. The method of the study was descriptive quantitative. Vocabulary test in the forms of pre-test and post-test was used to collect the research data. The number of questions for the pre-test and the post-test was 50 numbers. The researchers conducted the treatment, in this case, the use of the fly swatter game in teaching vocabulary, after giving the pre-test. After the treatment, the post-test was conducted. The data collected were analyzed by using Statistical Product and Service Solution (SPSS) program version 20. The finding of this study shows that there was a significant difference between the mean scores in the pre-test and in the post-test. The result shows that the mean score of the pre-test was 36,68 and in the post-test was 83,85. Furthermore, it also can be seen by comparing the result of the t-test where the p-value (0.00) is smaller than the significance level α (0.05) or 0.00<0.05. It means that the Null Hypothesis (H0) is rejected, and the Alternative Hypothesis (H1) is accepted. Therefore, it can be concluded that the fly swatter game is effective in improving students' vocabulary mastery.

1. Introduction

Vocabulary mastery is an essential part of learning a foreign language (Berne and Blachowicz, 2008). It plays a vital role in language learning because it relates to the four macro language skills: listening, speaking, reading, and writing. In other words, language learners who have a good command of vocabulary will speak more fluently, will write better, will listen easier, and will read and understand faster than those who lack vocabulary. Another viewpoint is that "vocabulary is basic to communication (Krashen, 1998). It implies that if the language learners do not recognize the meanings of the keywords used by those who address them, they will be unable to participate in the conversation, and if they wish to express their ideas or ask for information, they must be unable to produce lexical items to convey their thoughts.

In Indonesia, English is learned as a foreign language. In this case, learning English as a foreign language is challenging for many students due to the fact that English and Bahasa Indonesia have linguistic rule differences. In spite of the challenging the students face, they are expected to be able to master vocabulary to support their language skills. The more words are mastered, the easier the students to capture and express their ideas. The number of words mastered will have a positive influence on the level of students' understanding (Bintang et al., 2017). In Indonesia, the fact shows that there are many students who find it difficult to master the four language skills, in which one of the problems is they lack vocabulary. Empirical studies on language learning have

shown that when students lack vocabulary, they cannot express their ideas well (Balqis, 2018). Therefore, English vocabulary mastery is clearly essential to English language learning.

The statements above are in line with Wilkins' statement that "without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed" (Wilkins, 1972). Echoing Wilkins' statement (Harmer 1994) states that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". These two statements indicate that mastering vocabulary for language learners is undoubtedly fundamental as it reinforces all other language skills. If the students do not have enough vocabulary repertoires, they might not be able to participate in the communication since they do not know the meaning of the key lexical items addressed to them.

Based on the researchers' observation at State Junior High School Number 1 Kalaena, it was found that the seventh-grade students experienced difficulties in learning and mastering vocabulary as well as they do not know how to use them properly. As a result, the students tend to be passive and reluctant to participate in English class. It was very hard for them to grasp the meaning of a piece of English text. They are barely unable to express their ideas in English, even if in simple sentences. Essentially, it is the role of English teachers to encourage and motivate students to improve their English vocabulary. The teachers can use different teaching strategies and various teaching media so the students can have a sufficient vocabulary. By having the sufficient vocabulary, the students can understand others and can express their own thoughts.

Fly swatter game is one of the English language teaching media that the teachers can use to teach and improve the students' vocabulary mastery. According to Rezkiah & Amri (2013), a fly swatter game is a vocabulary game where students have to swat a word on the whiteboard based on the teacher's instruction. They further state that the "Fly Swatter Game is a kind of activity that students can do in the classroom, and the students use it to hit the word on the whiteboard that teacher says before".

Based on the aforementioned reasons, the researchers conducted the study on the use of the Fly Swatter game to improve the students' vocabulary, particularly at State Junior High School Number 1 Kalaena, South Sulawesi Province. The present study is expected to add to the current corpus of research on English language learning media, particularly in building up English learners' vocabulary repertoire. Its specific focus is to investigate whether or not the use of the Fly Swatter game significantly improves students' English vocabulary mastery.

2. Literature Review
2.1 The Importance of Mastering Vocabulary
It is generally believed that learning a language of any kind cannot be separated from learning vocabulary. The ability to speak fluently, listen easily, read faster, and write well are all influenced by vocabulary mastery, making it the most significant element of a language. Vocabulary is necessary for language learners to convey their thoughts clearly and precisely as well as to communicate effectively. Having sufficient vocabulary will help students read and write effectively. Therefore, language learners have to develop their vocabulary mastery. Without having ample vocabulary, language learners will find it difficult to master the four macro language skills, namely: listening, speaking, reading, and writing. In the same way, Alqathani (2015) suggest that many studies confirmed that successful language learners who can communicate their ideas in spoken and written and accomplish well in every aspect of language itself are those with sufficient vocabulary size.

Harmer (2002:13) claims that without grammar, very little can be transferred, but without vocabulary, nothing can be transferred. It implies that even if the learners do not have good grammar, they may still be able to speak and understand the language, but if they do not have the sufficient vocabulary, then they may not be able to construct good sentences. It may also suggest that it is more important to learn vocabulary prior to grammar.

2.2 Kinds of Vocabulary
Hatch and Brown (1995) propose that there are two kinds of vocabulary; they are receptive vocabulary and productive vocabulary.
1) Receptive or passive vocabulary is words that the students recognize and understand when they occur in a context but which they cannot produce correctly. It is vocabulary that students recognize when they are reading or listening. Receptive vocabulary is used passively in either listening or reading. There are two units of receptive vocabulary, namely, listening vocabulary and reading vocabulary.
2) Productive or active vocabulary is the set of words that students recognize and understand, can pronounce correctly, and use constructively in speaking and writing. There are two units of productive vocabulary. Those are speaking vocabulary and writing vocabulary.

Therefore, it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary.

Herrel (2004) points out that reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the word that people hear and understand when they are talking to others or listening to radio and television.

Speaking vocabulary includes the words people use in their daily life and conversation. The last is writing vocabulary, which consists of the word people use in writing essays, reports, letters, etc.

2.3. Teaching Vocabulary

Siregar (2018:14) notes that teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems with how to teach students in order to gain satisfying results. The teachers should prepare and find out the appropriate techniques and teaching media which were implemented for the students. A good teacher should prepare himself or herself with various up-to-date techniques, such as using the game as a medium in language teaching. Teachers need to be able to find appropriate media to use in teaching in general and in teaching vocabulary in particular. By using appropriate media in teaching vocabulary, Teachers need to be able to master the material in order to be understood by students and make them interested and happy in the teaching and learning process in the classroom.

As stated by Alqathani (2015) that teachers should be concerned that teaching vocabulary is something new and different from the student's native language. They also have to take into account that teaching English to young learners is different from adults. The teachers have to know the characteristics of his/her learners. They moreover need to prepare good techniques and suitable material in order to gain the target language teaching.

Nation (2013) proposes six principles in teaching vocabulary to learners; they are: a) Simple and clear. Avoid explaining to the students complicated explanations, b) Make relatable examples of the present teaching and the past knowledge by showing them patterns, c) Teach them using oral and written (write it on the whiteboard as the teacher gives an explanation), d) Pay attention more to words they are hardly known, e) Tell the students if the words are important and going to be used in the future, and f). Don't bring up other unknown words of synonyms or opposites.

2.4 Fly Swatter Game
a.   Definition of fly swatter game

One of the useful games used in vocabulary lessons is the fly swatter game. The fly swatter game, or what in Indonesian is called 'permainan pemukul lalat,' is played by students in the English learning process. By tapping the appropriate response on the board, students have to guess what the teacher said in the fly swatter game. Students who find the correct answer will be awarded points. The students were then asked to spell the term and explain what it meant (Muadah et al., 2019).

In addition, Rezkiah and Zul Amri (2013: 237) assume that the fly swatter game is a game that requires the player to understand the words written on the blackboard with the help of the teacher's instructions. These games can be very useful tools for teaching students how to spell better. Students are encouraged to play this game actively and creatively while looking for words based on the clues given. This game is entertaining enough to dispel the myth that learning English is difficult and boring.

Given the above definition, it can be stated that the fly swatter game is a model of learning activity in which students hit words on the blackboard with a fly swatter according to the teacher's directions.

b.   Procedure of teaching vocabulary using fly swatter game

According to Rezkiah and Zul Amri (2013: 237), in implementing fly swatter game, there are some preparations and procedures that must be followed; they are:

1)   Preparation of fly swatter game
a)   Material

The preparation of lesson plans should be the teacher's top priority. Activities and procedures for using the fly swatter game to teach vocabulary must be included in the lesson plans made by the teacher. The lesson plan is very important because it serves as the teacher's road map for the teaching and learning process. After instructing the class on how to use the fly swatter, the teacher selects a lesson from the previous lesson. A fly swatter, textbook, and other resources should be prepared by the instructor for use in teaching and learning activities, and some words on the whiteboard.

b)   Media

The teacher must prepare the blackboard as a place to write after selecting the material. LCD projectors are another instructional tool that instructors have. The teacher writes a few words on the blackboard using this media so that students can quickly find terms or answers; the teacher must ensure that the words on the blackboard are visible to the class. In addition, the instructor prepares to hit the bugs with a fly swatter and marker (a word that students must hit on the board).

2) Teaching implementation of fly swatter game
The implementation of using a fly swatter game is divided into three steps; they are pre-teaching activity, while teaching activity, and post-teaching activity.

a) Pre-teaching activity

To motivate students and prepare students for learning, pre-teaching activities are carried out in the classroom at the beginning of the teaching-learning process. There are various activities to do after pre-lesson. The teacher begins by introducing the topic and organizing a brainstorming session. This supports the evaluation of prior knowledge and introduces some vocabulary. By asking certain questions about the terminology the students are familiar with, the teacher checks the background knowledge of the students in the second step. The children are then told by the teacher that they will participate in the game. But before the game starts, the teacher must convey the rules. The teacher concludes by outlining the rules of the game for the children to follow. This is a game guide:

(1) They should not hit other students with the fly swatter.
(2) They should not throw the fly swatter at anyone.
(3) They should not block another player with their arm or their body to prevent them from getting at a word.

b) While teaching activity

The teacher now assesses the student's readiness once again. Before starting the game, it is very important to complete this. The teacher starts leading the class to the game once everyone is ready. The game lasts thirty minutes. During the game, there are some important things to keep in mind.

(1) The teacher's role is to establish the success of playing this game. In this game, the teacher has several functions they are teacher as a facilitator, teacher as an instructor, and teacher as the leader.
(2) In this game, students act as learning objects. This shows that every instruction related to the game given by the teacher is followed by the students. Students play the game according to the rules determined by the teacher. All children should also participate in using their vocabulary and pay attention to how their peers are doing in the game. Students must also maintain good composure even during the game.

In this game, there are some procedures that should be followed by the students; they are:

(a) Two students stand in front of the class and face their friends.
(b) The teacher gives both of them a Fly Swatter.
(c) They may face the whiteboard and find the word after they listen to the word said by the teacher.
(d) Students listen to what the teacher says carefully
(e) The teacher gives the instruction or the definitions to the players randomly from the words that the students have learned before from the material.
(f) When the teacher has to finish reading the instruction, the players at the front can turn around, face the whiteboard, and then they have to find the word that is the correct answer. When they find the word, they have to swat it with Fly Swatter. The first students that have to swat the correct answer will get the point for their team.
(g) The players have to spell and say what the meaning of that word is. After that, both of the players sit down and change with two new students from each group.
(h) The students can end the game either when she/he uses up all the instructions or the definitions or when every student has gotten a chance to play the game.

c) Post teaching Activity

In the post-teaching activities, the teacher gives exercises. Students do the exercises individually. It can be done by writing as many words as possible, including the meaning of words based on certain clues given by the teacher. This activity is necessary in order to check students understanding of the vocabulary that they acquire during the game.

2.5 The Advantages of Using Fly Swatter Game

According to Rezkiah and Zul Amri (2013:241), there are some advantages of playing the Fly Swatter Game in teaching and learning vocabulary, such as:

(1) It does not use a monotonous activity.
(2) It is fun for students.
(3) It helps them learn and acquire new words easily.
(4) It involves friendly competition and keeps students' interest.

(5) It serves students to learn to pronounce and spell words
(6) The students are more active than a teacher.

3. Methodology

In this study, the researchers used a quantitative approach and applied a pre-experimental design with one group pre-test and post-test. Firstly, the researchers gave the pre-test to find out the students' basic vocabulary mastery. Secondly, the researchers conducted the treatment. The treatment was the implementation of the fly swatter game in teaching vocabulary. Lastly, the researchers gave the post-test to know the effectiveness of the game in improving students' vocabulary mastery. The design of the study is illustrated in Table 1

Table 1. Research Design

Pre-test	Treatment	Post-test
O1	X	O2

Note:
O_1: Pre-test
X: Treatment
O_2: Post-test
Sugiyono (2010)

3.1 Population and Sample

The present study was conducted for two months, from June to July 2022, at State Junior High School Number1 Kalaena in Kalaena, East Luwu, South Sulawesi Province, Indonesia. The population of this study was the seventh-grade students of State Junior High School Number1 Kalaena. There are three classes, and they consist of 87 students. It is shown in table 2.

Table 2. Population

Class	Total Number of Students
VII 1	30
VII 2	30
VII 3	27
Total Population	87

Source: Administrative staff of State Junior High School Number1 Kalaena

In determining the sample, the researchers took one class, it was class VII 3 as a sample, and the total number of the sample was 27 students.

3.2 Research Instrument

In line with the research problem, the researchers used a vocabulary test to collect the data. The vocabulary test was applied in the pre-test and in the post-test. The pre-test was given to the students before giving the treatment, and the post-test was given after the treatment. The questions for the pre-test and the post-test consist of 50 numbers, 25 numbers of matching words, and 25 numbers specifying the words and their word class.

3.3. Techniques of Data Analysis

In analyzing the data, the researchers used the following procedures:
a. Scoring students' answers to the pre-test and the post-test. In scoring the student's test, the researchers used the formula as follows:

$$\text{Score} = \frac{\text{The number of students' correct answer}}{\text{total number of item scoring}} \times 100\,\%$$

b. Classifying the students' score

Table 3. Students' score classification

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-86	Good
4	66-75	Average
5	56-65	Fairly good
6	36-55	Poor
7	0-35	Very poor

Gay (2006:14)

After that, the researchers find out the mean score, standard deviation, and the significant difference in the score in the pre-test and in the post-test (t-test) by using SPPS program version 20.

4. Results and Discussion
4.1. Results

Table 4. The Students' Scores in the Pre-test and the Post-Test

No	Sample	Pre-Test	Post-Test
1	Student 1	36	83
2	Student 2	50	94
3	Student 3	50	98
4	Student 4	50	92
5	Student 5	36	80
6	Student 6	30	78
7	Student 7	40	80
8	Student 8	50	98
9	Student 9	34	80
10	Student 10	36	87
11	Student 11	40	88
12	Student 12	33	99
13	Student 13	40	95
14	Student 14	33	93
15	Student 15	50	93
16	Student 16	50	82
17	Student 17	30	73
18	Student 18	23	70
19	Student 19	23	80
20	Student 20	26	75
21	Student 21	40	85
22	Student 22	40	95
23	Student 23	26	73
24	Student 24	40	80
25	Student 25	23	64
26	Student 26	26	73
27	Student 27	20	77

2. The classification of the students' score, frequency, and percentage in the pre-test and post-test

Table 5. The classification of students' scores in the pretest.

Classification	Range	Frequency	Percentage
Excellent	96 – 100	0	0
Very good	86 – 95	0	0
Good	76 – 85	0	0
Fairly good	66 – 75	0	0
Fairly	56 – 65	0	0
Poor	36 – 55	15	55,55
Very poor	0 – 35	12	44,44
Total		27	100

It can be seen in table 5 that before the treatment using the fly swatter game, there were no students who got excellent classification, and there were 12 students get poor classification (54%). It means that the student's vocabulary is very law before the treatment.

Table 6. The classification of students' scores in post-test.

Classification	Range	Frequency	Percentage
Excellent	96 – 100	3	11,11
Very good	86 – 95	8	29,62
Good	76 – 85	10	37,03
Fairly good	66 – 75	5	18,51
Fairly	56 – 65	1	3,70
Poor	36 – 55	0	0
Very poor	0 – 35	0	0
Total		27	100

Table 6 illustrates the students' classification in the post-test. The data shown in the post-test is that there are 3 students who get excellent category, 8 students get very good, 10 students get good, 5 students get fairly good, 1 student get fairly, and there are no students who get a very poor classification. It means that the vocabulary ability of students improved by using the fly swatter game after giving the treatment.

3. The mean score and standard deviation of the student's pre-test and post-test

Table 7. The mean score of the students' vocabulary.

Type of Test	Mean Score	Standard Deviation
Pre-Test	36,48	9,328
Post-Test	83,85	9,590

The students' mean score and standard deviation show the different scores in the pretest and in the post-test. The mean scores of the pre-test were different after giving the treatment. Table 7 shows that the mean score of students in the pre-test was 36,48, with a standard deviation was 9,328, and the mean score of students in the post-test was 83,85, with a standard deviation was 9,590. It can be inferred that there is a difference between the mean score before giving the treatment and after doing the treatment. The mean score of the post-test is higher than the pre-test after doing the treatment.

Table 8. T-Test significance difference between pre-test and post-test

Variables	T.Test	P-Value
X2 – X1	0.00	0,05

It can be seen in table 8 that the value of the t-test was lower than the p-value (0,00<0,05). Based on the data analysis result, the researchers found the t-test was 0,05, and the α was 0,05. Therefore t-test <α (0,00<0,05). It proved that hypothesis (H0) is rejected and hypothesis (H1) is accepted. It means using the Fly Swatter game is effective in improving students' vocabulary mastery.

4.2 Discussion

In this study, the researchers used the fly swatter game to improve students' vocabulary. The results of this study indicate that the average score of the students before the treatment was 36.68, which was in the low category, and the average score of the students after the treatment was 83.85, which was in the high category. As seen in table 2, 11 students in the pre-test got 40 (lower) and in the post-test got 88 (higher). Meanwhile, 12 students in the pre-test got 33 (lower) and 99 (higher) in the post-test. This means that students experienced a significant increase with the fly swatter game learning method. Students' vocabulary can be improved with fly swatter games because there are many interesting media in one tool, such as fly swatter and stick note pad, and can make students interested in learning vocabulary. In this case, the student's improvement is also influenced by the way they learn when using the fly swatter game, where students have 11 notes in the notebook for unknown vocabulary. Meanwhile, student 12 experienced an increase in study habits to focus on teaching materials and ask friends who know more and, of course, feel comfortable with the presentation of the fly swatter game.

The above findings are supported by Fitriyani (2016), who states that there is a significant difference in the student's vocabulary mastery between the students who were taught using the fly swatter game and those who were taught without the fly swatter game. The results of the data analysis indicate that there is a significant difference between the pre-test and post-test. In addition, there is a development in the fly swatter game in students' vocabulary mastery which is also proven by Lubis, Ika Rahmadani (2017), who found that after using the digital storytelling method in learning English, the vocabulary of students to be increased significantly. It can be proven from the result of the pre-test and post-test, which show the vocabulary of students before being treated and after being treated with a fly swatter game can improve students' vocabulary in learning English. However, the difference between her research and this research is she used an experiment group and a control group.

The fly swatter game has several advantages in teaching and learning vocabulary, this is supported by Rezkiah, and Zul Amri (2013: 241), who states that the fly swatter media has advantages such as the learning process is not monotonous, fun, and can help students to find new words easily. Furthermore, it helps the students practice pronouncing and spelling the words, and it makes the students more active in the learning process.

Based on the previous discussion, it can be concluded that the fly swatter game is effective in teaching vocabulary where the result of the t-test $<\alpha$ (0.00<0.05). It means H0 rejected and H1 accepted. So, the researcher concludes there was a significant increase in students' vocabulary mastery by using the fly swatter game in SMPN 1 Kalaena.

5. Conclusion

Vocabulary mastery can be improved by using a variety of games as media in teaching and learning a language. Using a game in teaching is one strategy that can make students fun and enjoy learning the language. Besides that, it is believed that students can be easier to remember words. It is supported by (Derakhshan & Davoodi, 2015), who points out that games help and encourage many language learners to learn the target language more easily. One of the games that can be used to teach vocabulary is the Fly Swatter game.

The finding of this study shows that there was a significant difference between the mean scores in the pre-test and in the post-test. The result shows that the mean score of the pre-test was 36,68, which was lower than the mean score in the post-test, which was 83,85. Furthermore, it also can be seen by comparing the result of the t-test where the p-value (0.00) is smaller than the significance level α (0.05) or 0.00<0.05. It means that the Null Hypothesis (H0) is rejected, and the Alternative Hypothesis (H1) is accepted. Therefore, it can be concluded that the fly swatter game is effective in improving students' vocabulary mastery.

5.1 Limitation

In conducting this research, the researcher found an obstacle where there were some students who had never learned English before, and the students had never studied English subjects in elementary school (SD). It takes time to prepare the game. The area of the study and the number of samples are very small. Some students did not get involved when other students played games.

5.2 Suggestions

It is suggested that the teacher should manage the time well in preparing the game. In addition, the area of this study is small, and therefore it is suggested for further research to expand the study area, for example, by involving two or three schools. Furthermore, it needs teachers' skills to involve all students in playing the game.

Conflicts of Interest: The authors declare no conflict of interest.
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